



# EDUC703

## Curriculum Studies

S1 Online 2017

*Department of Educational Studies*

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## General Information

Unit convenor and teaching staff

Convenor

Norman McCulla

[norman.mcculla@mq.edu.au](mailto:norman.mcculla@mq.edu.au)

Contact via 9850 8650

X5B 272

By appointment

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

The study of curriculum is central to our understanding of educational institutions. It can be focused on the learning of a single student or group of students; on the formal curriculum of a school or other educational workplace; or it can be expansive in its national and international focus. This unit encompasses each of these areas and introduces you to the breadth of curriculum studies. It considers the nature of curriculum, the relationships between curriculum, knowledge and ideology, curriculum planning, curriculum implementation and evaluation, curriculum change and curriculum futures. The learning tasks in the unit focus on developing an understanding of advanced concepts in the curriculum field. Current issues being researched or unfolding in the curriculum literature are also considered with a view to identifying research trends and possibilities.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate an understanding of the strategic importance of the curriculum field

Demonstrate an understanding of the breadth of the curriculum field

Demonstrate an understanding of curriculum priorities, change processes and preferred

curriculum futures in an educational jurisdiction

Demonstrate a capacity to identify key themes, trends and issues in curriculum research.,

## General Assessment Information

As an introduction to curriculum studies, EDUC703 is offered in parallel with EDCN812 with assessment tasks focused on the specific needs and interests of EDUC703 students.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Online Learning Activities</a>	30%	No	Weeks 1 to 15
<a href="#">Reflective Journals</a>	30%	No	30 April; 9 June
<a href="#">Major Assessment Task</a>	40%	No	21 May

### Online Learning Activities

Due: **Weeks 1 to 15**

Weighting: **30%**

**Online Discussions and Learning Activities** will be conducted during the semester in each of the seven Modules. These are integral to the unit and to the development of a learning community. They are analogous to seminars in a traditional face-to-face Masters course that the Evening students undertake. External students are required to participate actively in all online discussions. Your contribution to each will be assessed from Module 2. Evening students will occasionally also be part of the online discussions and activities. Full details are provided in each Module.

On successful completion you will be able to:

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction

### Reflective Journals

Due: **30 April; 9 June**

Weighting: **30%**

**Reflective Journals** are exercises designed to encourage a personalised, deeper, and summative critical reflection grounded in the literature in response to a question set in each of the online discussions in Modules 3-7.

On successful completion you will be able to:

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction

## Major Assessment Task

Due: **21 May**

Weighting: **40%**

The focus of your major assessment task is determined through individual consultation with the Unit Convenor and within the scope of the unit's learning outcomes. The assessment task enables you to investigate an area in greater depth than is possible in the one module. Being able to identify, justify and discuss possible areas that could provide a focus for a research project is an important way of demonstrating how well you have understood the scope and learning outcomes of *An Introduction to Curriculum Studies*. Further details are provided in the unit.

On successful completion you will be able to:

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to identify key themes, trends and issues in curriculum research.,

## Delivery and Resources

The modules will assume that you have your own copy of the required texts below as valuable additions to your professional library:

- Brady, L. and Kennedy, K. (2013). *Curriculum Construction*. Frenchs Forest, Sydney. Pearson. (Fifth or any later edition)
- Smith, D. and Lovat, T. (2003). *Curriculum- Action on Reflection*. Tuggerah. Social Science Press. (Fourth Edition)

Books can be ordered from the Co-op Bookshop on campus (02 9850 7618) or via the Bookshop website: <http://www.coop-bookshop.com.au/bookshop/home/homepage.html>.

**As a student in EDUC703, a key learning objective will be to work together to discern research trends and possibilities within the curriculum field. Full details will be available in the Unit Outline on the iLearn website.**

## Unit Schedule

Week beginning	Wk	Module	On-campus Evening Sessions	Learning Activities	Assessment Task
27 February	1	1	<i>Seminar 1 Orientation Getting to Know You 2 March 5-7pm E6A116</i>	LA1	Seminar 1:  Attendance at Seminar 1- the on-campus orientation session is recommended but voluntary for External students able to come.
6 March	2	1			
13 March	3	2	<i>Seminar 2 16 March</i>	LA2	-
20 March	4	2	-		Module 2 learning activity response due by 27 March
27 March	5	3	<i>Seminar 3 30 March</i>	LA3	-
3 April	6	3	-		-
10 April	7	4	<i>Seminar 4 (Online)</i>	LA4	
17 April	8	4	<i>(Mid-semester Break)</i>	-	.
24 April	9	5	<i>(Mid-semester Break)</i>	-	Reflective Journal Assignment (A) (Modules 3-4). Due Sunday 30 April
1 May	10	5		LA5	Topic of Major Assignment finalised in consultation with Unit Convenor by Friday 7 May at the latest
8 May	11	5	<i>Seminar 5 11 May</i>	-	-
15 May	12	6	-	LA6	Major Assessment Task  Due Sunday 21 May

22 May	13	6	Seminar 6 25 May	-	
29 May	14	7	-	LA7	
5 June	15	7	Seminar 7 (if required) 8 June	-	Reflective Journal Assignment (B) (Modules 5-7) Due Friday 9 June

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to identify key themes, trends and issues in curriculum research.,

### Assessment tasks

- Reflective Journals

- Major Assessment Task

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to identify key themes, trends and issues in curriculum research.,

### Assessment tasks

- Online Learning Activities
- Reflective Journals
- Major Assessment Task

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to identify key themes, trends and issues in curriculum research.,

### Assessment tasks

- Online Learning Activities
- Reflective Journals



- Major Assessment Task

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to identify key themes, trends and issues in curriculum research.,

### Assessment tasks

- Reflective Journals
- Major Assessment Task

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to identify key themes, trends and issues in curriculum research.,

### Assessment tasks

- Online Learning Activities
- Reflective Journals
- Major Assessment Task

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in

relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- Demonstrate an understanding of the strategic importance of the curriculum field
- Demonstrate an understanding of the breadth of the curriculum field
- Demonstrate an understanding of curriculum priorities, change processes and preferred curriculum futures in an educational jurisdiction
- Demonstrate a capacity to identify key themes, trends and issues in curriculum research.,

## Assessment tasks

- Online Learning Activities
- Reflective Journals
- Major Assessment Task

## Changes since First Published

Date	Description
24/02/2017	An adjustment has been made to the learning outcomes to emphasize the focus on preparation for research in this unit.